**ORAL RUBRIC 4** Student

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|  | **1**  **NOVICE LOW** | | | **2**  **NOVICE MID**  **{quarter 1 goal)** | | **3**  **NOVICE HIGH**  **{quarter 2 goal)** | | **4**  **INTERMEDIATE LOW**  **{quarter 3 goal)** | **5**  **INTERMEDIATE MID**  **{quarter 4 goal)** |
| **Purpose** | Communicates using words, memorized phrases and an occasional simple sentence.  Information is **connected to**  **task**, but **lacking specific details.** | | | Communicates using simple sentences and task-appropriate original expressions  Information is connected to and **attempts to expand task** **w few details.** | | Communicates using **some** task-appropriate original expressions and creative ideas.  Information is connected and **accomplishes task** successfully **as details are emerging.** | | Communicates in full sentences on familiar and some unfamiliar topics.  Information **expands task** successfully **w some details.** | Communicates in full sentences creating some paragraph-length information topics.  Information **expands task** successfully, elaborates on the **main idea with several details**. |
| **Organization** | Organization of content is **not evident.**   * -Long, unnatural pauses that may disengage the listener as STUDENT searches to continue   -Pronunciation may make STUDENT unintelligible. | | | Organization of content is **attempted**, but falls short.   * -Long, unnatural pauses that may disengage the listener as STUDENT searches to continue   - understood with difficulty | | Organization of content is evident and **contributes to the flow** of the product.  - Hesitant.  -Strong influence by first language  -Frequent misunderstandings, can generally be understood | | Organization of content is evident and **contributes to the fluency** of the product.  - speech contains pauses as they search for adequate vocab and language forms  - Slight influence by first language | Organization of content is evident and **contributes to the fluency** of the product.  - speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms |
| **Vocabulary** | There is a **moderate variety of vocabular**y connected to the task, though **limited to** **Checkpoint A**. There is **repetition**. The use of **inaccurate vocabulary may be present.** | | | There is a **variety of vocabular**y connected to the task, **limited to** **Checkpoints A & B**. There is **minimal repetition**. The use of **inaccurate vocabulary may be present.** | | There is a **wide variety of vocabular**y connected to the task, **mostly relevant** to **Checkpoint A & B** vocabulary, and **emerging use of Checkpoint C** with **minimal repetition.** | | There is a **moderate variety of vocabular**y relevant to **Checkpoint C and Checkpoint A & B** vocabulary is used effectively, with **minimal repetition**. | There is a **wide range of vocabular**y relevant to **Checkpoint C and Checkpoint A & B** vocabulary is used effectively, with **minimal repetition**. May include cultural expressions. |
| **Structure** | Structure and conventions **meet Checkpoint A with few errors** or **meets Checkpoint B with errors** that **may hinder overall comprehension**. STUDENT narrates and describes in **one major time frame** (present, past or future). **Uses only indicative mood.** | | | Structure and conventions **meet Checkpoint B with some errors**. Errors do not hinder overall comprehension. STUDENT narrates and describes in **two major time frames** (present, past or future). **Uses only indicative mood.** | | Structure and conventions are **approaching Checkpoint C with some errors** while **meet Checkpoint B with few errors**. Errors do not hinder overall comprehension. STUDENT **attempts** tonarrate and describe in **all three major time frames** (present, past and future). **Uses only indicative mood.** | | Structure and conventions **meet Checkpoint C**, with **some errors**. Errors do not hinder overall comprehension. STUDENT narrates and describe in **all three major time frames** (present, past and future) in both indicative and subjunctive. **Attempts to provide both indicative and subjunctive moods**. | Structure and conventions **meet Checkpoint C**, with **minimal errors**. Errors do not hinder overall comprehension. STUDENT narrates and describe in **all three major time frames** (present, past and future) in both indicative and subjunctive. **Attempts to provide both indicative and subjunctive moods**. |
| **Q1** | | | **Q2** | **Q3** | | **Q4**  **Conversion**  **Quarter 1: Quarter 2: Quarter 3:**  **8 = 20 12 = 20 16 = 20**  7 = 18 11 = 19 15= 19  6 = 16 10 = 18 14 = 18  5 = 14 9= 17 **13 = 17**  **4 = 12 8 = 16** 12 = 16  7 = 15 11 = 15  6 = 14 **10 = 14**  5 = 13 9 = 13  **4 = 12** 8 = 12  **7 = 11**  6 = 10  5 = 9  **4 = 8** | |
| 1.\_\_\_  2.\_\_\_  3.\_\_\_ | | | 1.\_\_\_, \_\_\_  2.\_\_\_, \_\_\_  3.\_\_\_, \_\_\_ | 1.\_\_\_, \_\_\_,\_\_\_  2.\_\_\_, \_\_\_,\_\_\_  3.\_\_\_, \_\_\_,\_\_\_ | | 1.\_\_\_, \_\_\_,\_\_\_  2.\_\_\_, \_\_\_,\_\_\_  3.\_\_\_, \_\_\_,\_\_\_ | |
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| \_\_\_, | | | \_\_\_, \_\_\_ | \_\_\_, \_\_\_, \_\_\_ | | \_\_\_, \_\_\_, \_\_\_ | |
| Present\_\_\_  past \_\_\_  future\_\_\_  subjunctive\_\_\_  ✓+ (correct form)  ✓- (errors)  ? attempt w | | | Present\_\_\_  past \_\_\_  future\_\_\_  subjunctive\_\_\_  ✓+ (correct form)  ✓- (errors)  ? attempt w | Present\_\_\_  past \_\_\_  future\_\_\_  subjunctive\_\_\_  ✓+ (correct form)  ✓- (errors)  ? attempt w | | Present\_\_\_  past \_\_\_  future\_\_\_  subjunctive\_\_\_  ✓+ (correct form)  ✓- (errors)  ? attempt w | |